

Implementing ICAP with Students with Disabilities

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OKLAHOMA
Education



ICAP for Students with Disabilities

How does it work with the transition plan?

ICAP is a Graduation Requirement

- **ICAP is required by HB 2155 as part of graduation for the Class of 2023 and beyond.**
- **ICAPs for students with disabilities shall take into account and work in cooperation with the student's individualized education program (IEP) or Section 504 Plan.**
 - They must remain separate documents, but parts of the ICAP will be integrated into the transition plan of the IEP.

Individual Education Program(IEP) Transition Plan

- Required under IDEA for **students on IEPs**
- Student/Parent/guardian must have opportunity for input
- Developed by a team and required by beginning of ninth grade or the age of 16 (may begin earlier)
- Transition assessments in the areas of Education/training, Employment and Independent Living
- Transition services

Individual Career and Academic Plan (ICAP)

- Required under HB-2155
- May begin in grade 6 and is required for **all students** by ninth grade
- Career and college interest surveys

- Student driven
- Required under federal or state law
- Must be reviewed annually
- Requires written Postsecondary and workforce (employment) goals and progress towards those goals
- Requires work-based experiences
- Identifies student interests, skills, and experiences
- Charts progress needed to prepare for college, career and life
- Intentional sequence of courses (course of study)

Participation of ALL Students

- Students with disabilities participate in the ICAP through the same process as all other students.
- They need to be included in all processes and activities!
- Students with IEPs may need appropriate accommodations and modifications determined by the IEP team. IEP teams document the required accommodations/modifications on the IEP using the Custom Accommodations in OK EDPlan.

ICAP and IEP

- The ICAP and IEP are complementary.
- An IEP team should take information gathered during the ICAP process into account when developing transition services.
 - Assessments
 - Goals
 - Course of study
 - Transition services

Alignment of ICAP and IEP Goals

- Students' postsecondary and workforce ICAP goals should align with their postsecondary and annual goals in their IEP.
- Students take a more active role and participate in meaningful and intentional career planning activities at an earlier age.

Progress towards Postsecondary and Workforce Goals - ICAP

- Districts decide how they will measure the progress towards students' postsecondary and workforce goals.
- Progress looks different depending on the ICAP tool being used.
- If students are developing annual ICAP goals connected to their Postsecondary and Workforce goals, these goals could easily align with the Education/Training and Employment Annual Transition goals or they might be incorporated into the IEP as coordinated activities.

Assessments and Accessibility

- Assessments completed as part of the ICAP process may be used to inform the IEP and may satisfy the requirement for age-appropriate transition assessments in the areas of **education/training and employment**, if so determined by the IEP team.
- IEP teams should consider assessing students in the areas of **self-determination, independent living and community participation**.
- Consider accessibility for students and staff.

ICAP for Students Participating in the Oklahoma Alternate Assessment Program (OAAP)

- IEP teams may use appropriate transition assessments in place of the assessments in their preferred ICAP tool or ePortfolio system.
- Districts may develop their own documentation procedures to ensure ICAP participation for a student participating in the Oklahoma Alternate Assessment Program (OAAP) if the IEP team decides that the district's electronic tool is inappropriate for the student. It must include the required ICAP components and be separate from the IEP.

Pictorial Interest Inventory

B



C



D



D



E



F



Career OneStop Videos

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Health Science

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Work Experiences - ICAP

- Work experiences and service learning
 - Students must participate at least once prior to graduation (but some districts are requiring more than the minimum).
 - Community experiences and Internships are highly recommended.
- Research shows that work experience during high school, paid or unpaid, helps youth get jobs at higher wages after they graduate— this is true even for special populations!

Internships for Students with Disabilities

- Students on IEPs need to be included in Internship opportunities.
- Students on IEPs who participate in Work Study as part of their transition plan may receive credit for an Internship if the Work Study program meets the requirements outlined in the [Internship FAQ](#).

Resources on OK Edge

- [ICAP IEP Comparison Document](#)
- [ICAP FAQ for the IEP](#)
- [ICAP for Students with Significant Support Needs](#)



Transition Tips

- Teach students to self-advocate and give them opportunities to practice
- Involve them in their ICAP/IEP/504
- Prepare them for accommodations that may not exist after high school

Differences between Secondary and Postsecondary

High School	College
Legal Differences	
IDEA (Individuals with Disabilities Education Act)	ADA (Americans with Disabilities Act of 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
IDEA is about facilitating <i>SUCCESS</i>	ADA is about facilitating <i>ACCESS</i>
Self-Advocacy	
Student – identified by the school; supported by parents and teachers	Student must self-identify (disclose) to the office of disability services
School is responsible for arranging accommodations	Student is responsible for self-advocacy; arranging accommodations is the student's responsibility
Teachers may approach the student if they feel they are in need of help	Professors typically wait for the student to initiate contact if help is needed



- Available on the OSDE-SES Secondary Transition webpage
- <https://sde.ok.gov/secondary-transition>

Oklahoma's Secondary Transition Handbook

Contact Information

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